

Appendix B.2.

EXAMPLE FIELD EXPERIENCE PLANNING TEMPLATE

CCSU MAT Program

Secondary Education (Math, History/Social Studies, Science, World Languages) and Special Education (K-12)

Goal:

The MAT program focuses on preparing secondary general educators and special educators to collaborate in supporting struggling learners in the general curriculum. To accomplish this goal secondary education faculty and candidates partner with special education faculty and candidates in collaborative and differentiated projects throughout the program, enhancing special educators' understanding of the best practices in content areas and extending general educators' skills in supporting struggling learners. The design of the program is intended to prepare candidates to co-teach, collaborate, gather data and reflect on practice to support the learning of struggling students. For example, as one part of the internship, candidates examine their impact on student learning through a locally enhanced edTPA performance assessment. In another example, the program capstone requires that candidates collaboratively design (fall semester), implement (spring semester), and analyze (second summer) a teacher-researcher project in which they build a database on student strengths and challenges, identify needs, design specific interventions to support student strengths and challenges, implement the interventions, track student progress over time, analyze results of the intervention, and write a publishable practitioner paper summarizing the results, conclusions, and implications.

The 13-month, full-time cohort MAT program begins at the end of May each year and concludes at the end of June the following year. To ensure that candidates are learner ready when they leave the program, the program design incorporates ongoing clinical experiences and employs expert practitioners as program faculty whenever possible. The program includes carefully sequenced courses in learning and development, special education, developing literacy and supporting ELL students, and classroom management, as well as extensive preparation in relevant content area pedagogy and assessment.

Outcomes:

1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).
2. Create an inclusive and culturally responsive learning environment.
3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.
4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.
5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning within the discipline.
6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

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Semester 1: First Summer, Session I (5 weeks)						
Course and Description	Objectives for clinical experiences	Field Activities and Strategy Employed	Key assessments with standards met	Teacher Responsibilities	Student Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
All Candidates: MAT 510 Research on Teaching Diverse Learners (5 cr.) MAT 511 Introduction to Special Education (1 cr.) Online modules on Social Emotional Learning (0 cr.) Secondary Only: MAT 519 High Leverage Content in the Discipline (3 cr.) SPED Only: RDG 508 Reading Instruction K-12 (3 cr.) TOTAL 9 cr.	n/a	n/a	n/a	n/a	n/a	n/a

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Semester 2: Second Summer, Session, II (5 weeks)						
Course and Description	Objectives for clinical experiences	Field Activities and Strategy Employed	Key assessments with standards met	Teacher Responsibilities	Student Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
<p>All Candidates: MAT 520 Design and Delivery of Instruction (4 cr.) Online module on CT Core Standards (0 cr.) Secondary Only: MAT 529 Content Pedagogy I in Certification Area (3 cr.) SPED Only: MAT 516 Special Education Literacy Methods and Evidence-based Practices</p> <p>TOTAL 7 cr.</p>	<p>Provide developmental and/or learning theory rationales for instructional planning decisions.</p> <p>Use CT standards to establish unit outcomes and unit outlines.</p> <p>Plan daily lessons that incorporate elements of Universal Design for Learning.</p> <p>Prepare appropriate daily lesson objectives.</p> <p>Design effective initiations and closures.</p> <p>Design appropriate lesson plans for specific lessons in the field. Incorporate instructor and teacher feedback to improve teaching and planning practice.</p> <p>Design lessons that demonstrate understanding of direct instruction, inquiry, concept attainment or development, and cooperative learning models.</p>	<p>Tutoring students on individual seatwork or projects (under teacher supervision). Helping students with writing assignments using guidelines/structures provided by the teacher. Supervising students as they work independently on assignments. Assisting with planned learning experiences in the classroom. Correcting student work (first checking with the classroom teacher about the appropriate ways to respond to written work). Providing support in development of units and /or materials. Plan and teach lessons.</p>	<p>Observed lesson using MAT observation rubric (see attached rubric adapted from SEED; Developing is expected during MAT 520 experience)</p> <p>Graded lesson plans with reflections</p>	<p>Work with the MAT candidate(s) to discuss some possible lessons to plan and implement.</p> <p>Complete an online evaluation on candidate(s).</p>	<p>Arrange orientation for the field experience. Be onsite for the first day of the field experience.</p> <p>Observe each candidate formally at least once, and in many cases twice or three times during the four weeks, depending on candidate need.</p> <p>Be on call as needed per summer school supervisor's request.</p> <p>Contact the program director immediately if any candidate concerns are raised by the field experience personnel.</p>	<p>Observed lesson using MAT observation rubric (see attached rubric adapted from SEED; Developing is expected to pass the MAT 520 field experience</p> <p>PASS/FAIL: Feedback from teacher is considered; if there are significant concerns, student cannot pass the course. Feedback from the cooperating teacher is shared with the MAT candidate</p>
<p>SUMMARY – What should the teacher candidate be able to do at the end of this semester? In this clinical experience, MAT candidates spend four mornings a week (45 - 65 hours) in a summer school classroom working with a mentor teacher. During this time they plan and deliver several lessons using a universal design for learning (UDL) lesson planning format.</p>						

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Semester 3: Fall Semester						
Course and Description	Objectives for clinical experiences.	Field Activities and Strategy Employed	Key assessments with standards met	Teacher Responsibilities	Student Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
<p>All Candidates: MAT 530 Meeting the Needs of Special Learners in the Classroom (2 cr.) MAT 518 ELL Strategies (1 cr.) MAT 534 Creating Productive Learning Environments (3 cr.) Online dyslexia module MAT 532 Intervention Capstone (3 cr.) (data-driven practice, assessment literacy, and teacher research, data-based intervention design, this is the first half of the program capstone) MAT 533 Field Experience in Certification Area (two days or four mornings weekly supervised field experience, university supervisor observations, and seminar, secondary and special education collaborative projects) Secondary Only: MAT 531 Addressing Literacy and Language Issues in the Classroom (3 cr.) MAT 539</p>	<p>Demonstrate appropriate mastery of content and content pedagogy in the classroom setting</p> <p>Develop and implement lessons that meet student needs</p> <p>Teach lessons judged by the observer to be of acceptable quality</p> <p>Establish positive relationships with students, teachers, and peers</p> <p>Create and maintain a productive learning environment</p> <p>Analyze the impact of their practice on student learning</p> <p>Make lasting improvements in their own practice based on feedback from CT and US</p> <p>Make lasting improvements in their own practice based on self reflection</p> <p>Accurately analyze student performance</p>	<p>MAT interns are expected to teach at least 6 lessons that they have planned.</p> <p>Tutor students who need extra help or enrichment or assist students with small group or individual work or projects (under classroom teacher supervision).</p> <p>Review and become familiar with curriculum and materials available in the school (library/media center, AV, technology, etc.).</p> <p>Correct student work and give appropriate feedback (with teacher guidance).</p> <p>Learn more about the school community by reviewing the student and faculty handbooks, visiting school/district website, and reviewing school's strategic school profile found online. Use this information to discuss with the teacher how s/he builds relationships with the students, families and community.</p> <p>Discuss with classroom teacher how she or he uses assessment data to</p>	<p>PASS/FAIL: Observed lessons using MAT observation rubric</p> <p>PASS/FAIL: Feedback from teacher is considered; if there are significant concerns, student cannot pass the course. Feedback from the cooperating teacher is shared with the MAT candidate.</p> <p>Graded lesson plans (25%) Videotape analysis (20%) Field blogs based on insights gained in the field tied to research and theory (20%)</p>	<p>Email cooperating teacher explaining the parameters of the placement.</p> <p>Meet with the candidate and the cooperating teacher the first or second week of school. Observe each candidate formally at least twice, and in many cases three times during the semester, depending on candidate need.</p> <p>Be on call as needed to address concerns.</p> <p>Contact the program director immediately if any candidate concerns are raised by the field experience personnel.</p> <p>The Methods Course instructor will also formally observe candidates at least once during the field experience semester, and in many cases two or three times, depending on candidate need.</p>	<p>Work with the MAT candidate to discuss some possible lessons to plan and implement.</p> <p>Help the candidate to determine an appropriate unit to fully develop for the spring student teaching experience.</p> <p>Work with the MAT candidate to identify an area for the teacher research project, aligned to your goals for your students for the year.</p> <p>Help the candidate to get video permissions.</p> <p>Contact the program director immediately if you have any concerns about attendance, professional behavior, or the quality of work with your students.</p> <p>At the end of the fall field experience, you will be sent a link to complete an online evaluation on your candidate. Your feedback will assist with the fieldwork practicum portion of the semester's grade.</p>	<p>MAT observation rubric Lesson plans forms Videotape analysis rubric Cooperating teacher feedback form</p>

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Semester 3: Fall Semester						
<p>Content Pedagogy II in Certification Area (3 cr.) SPED Only: MAT 517 Special Education Content Methods and Evidence-based Practices (3 cr.) MAT 515 Advanced Assessment in Special Education (3 cr.)</p> <p>TOTAL 18 cr.</p>	<p>Collaborate successfully with other professionals</p> <p>Demonstrate dispositions associated with effective teaching and professional collaboration</p>	<p>make instructional decisions. Become familiar with grading policies and record keeping. Discuss with the host teacher possible areas of study and research designs for the action research project you will conduct in the spring. (Host teacher and principal approvals are required before any study can be undertaken.) Other tasks as agreed on by host teacher and MAT 533 supervisor. Work with host teacher to determine what if any releases are required to videotape your teaching for purposes of self analysis. Obtain any needed releases and complete the required tape analyses. Work with the host teacher and, if needed, the MAT 533 supervisor to complete field assignments from other classes. Attend school on each of the scheduled dates. Arrive on time and fully prepared. (Note any absences and related makeup dates below.)</p>				
<p>SUMMARY – What should the teacher candidate be able to do at the end of this semester? This is an intense semester for MAT candidates in which they complete a robust field experience (MAT 533) and take a full graduate course load. In MAT 533 candidates spend about 12 hours a week in the public school placement in which they will complete their spring semester internship. During this semester candidates build relationships with students and the community, plan instruction and interventions, assess student learning, design their capstone project, analyze their own performance, and collaborate with colleagues and parents.</p>						

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Semester 4: Spring Semester						
Course and Description	Objectives for clinical experiences.	Field Activities and Strategy Employed	Key assessments with standards met	Teacher Responsibilities	Student Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
<p>All Candidates: MAT 540 Internship in the Certification Area (6 cr.) (student teaching) MAT 541 Internship Seminar (3 cr.) (cross disciplinary seminar, attention to progress in intervention study, teacher work sample, and educational technology). Secondary Only: MAT 551 Perspectives on Educational Policy and Practice (3 cr.) (fully online course completed early in the semester) SPED Only: MAT 566 Special Education Case Management (3 cr.) (hybrid course focused on advanced study of IEPs, case management, and special education law)</p> <p>TOTAL 12 cr.</p>	<p>15 – 16 weeks of full time internship (student teaching)</p>	<p>See Student Teaching Handbook</p>	<p>Candidates are evaluated by both the cooperating teacher and the university supervisor midway through internship (formative) and at the end of the internship (summative)</p>	<p>See Student Teaching Handbook</p>	<p>See Student Teaching Handbook</p>	<p>Student Teaching Evaluation (midterm and final)</p>
<p>SUMMARY – What should the teacher candidate be able to do at the end of this semester? The full-time internship (SPED 540) is the primary focus of this semester. Returning to their fall placement, MAT candidates complete 15-15 weeks of full-time internship, spending at least 500 hours in the field setting. Since these candidates are familiar with the environment, they assume teaching responsibilities more rapidly than traditional student teachers garnering more extended teaching time. to ensure that their students and our candidates learn the most, we encourage mentor teacher sand candidate sot sue a co-teaching model. All candidates participate in MAT 541 Internship Seminar (3 cr.). The</p>						

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seminar is typically offered on Saturday mornings to support interns as they gain experience, implement their units, complete the edTPA assessment, and implement the intervention that they planned as part of the capstone. A particular focus for the seminar is to examine student work and use data from assessments to guide instruction. The seminar structures assignments and activities to promote professional collaborations between special and general educators.

Semester 5: Second Summer, Session, II (5 weeks)

Course and Description	Objectives for clinical experiences.	Field Activities and Strategy Employed	Key assessments with standards met	Teacher Responsibilities	Student Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
All Candidates: MAT 550 Intervention Capstone II (3 cr.) (data-based intervention analysis and conclusions, this is the second half of the program capstone) TOTAL 3 cr.	n/a	n/a	n/a	n/a	n/a	n/a

SUMMARY – What should the teacher candidate be able to do at the end of this semester? Secondary and special education teacher candidates develop a publishable practitioner paper elucidating all components of their study, and focusing on the implications for content learning. Special education and secondary education candidates partner to produce projects and that consider content-specific needs for all learners, especially struggling learners, ELLs, and students with disabilities.